

SANTA CRUZ COUNTY, ARIZONA

ANNUAL REPORT

RUTH LINNER
HOME DEMONSTRATION AGENT

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to
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Santa Cruz County
Arizona
1954

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ORGANIZATION AND PLANNING

The Extension program in Santa Cruz County this year has all been carried on in the Patagonia vicinity. There is only one organized club in the county. There are 26 women on the active Patagonia membership list. Two women drive more than 20 miles from North of Nogales to attend the meetings regularly. The average attendance at the meetings is approximately 13. During the year the agent presented 8 project lessons.

The women informed the agent in January that they were not interested in having club officers or any other type of formal organization. At various times the women were asked to help with making arrangements for meetings and securing equipment for demonstrations. They were always most willing and cooperative.

This fall 13 women were present for discussing and planning the 1955 program. This was in conjunction with a regular project lesson. In December, 1954, the women decided on their own, without assistance, that they would elect officers and decide on a definite county program. This indicates a trend in the advancement of the extension program in the county. A request has been made for a second club in this community for the Spanish speaking women who have different problems and interests.

At least 3/4 of the women participating in the program at the present time live on ranches. The balance of the membership are closely associated with the ranches. Mrs. Robert Haverty, a local 4-H leader and member of the homemakers club, has been the outstanding promoter for the increased interest in the Extension program.

During this year no work has been accomplished with the women in the Santa Cruz Valley except through the 4-H program. Mrs. Ed Clark made two trips to attend club meetings in Patagonia. The distance involved discourages the homemakers from attending.

In 1955 an attempt will be made to reach the women in the Santa Cruz Valley first through home visits. If there is sufficient interest, as we confidentially believe there is, it is hoped that a new club will be formed. Mrs. Ed Clark and

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ORGANIZATION AND PLANNING (continued)

Mrs. Joe Kane, both prominent ranch women and 4-H Club leaders, will give invaluable assistance in getting the adult Extension program established. These women have already been contacted.

Santa Cruz County shares a home demonstration agent with Pima County. This tends to limit the amount of organizational work that can be accomplished, time being the major factor involved. The same projects are carried on in the two counties with few exceptions. Great distance, no telephones and irregular mail service are some of the handicaps.

HOUSE AND FURNISHINGS

Draperies

The homemakers in Santa Cruz County requested help in the selection and making of draperies for their homes. Two meetings were devoted to this project with a total attendance of 17.

At the first meeting, the agent led the discussion on types of draperies and where each type was used. The various kinds of pleats were shown and discussed. It was considered important to know about the relation of fabric taking particular note of appearance, color, design, texture, wearability, washability and affect of the sun. Emphasis was placed upon color selection which would blend with planned furnishings or those already in the home.

Many questions were asked about the relative merit of lined and unlined draperies. These women live rather casual lives and felt that lined draperies were unnecessary for them. The advantage of lined draperies were pointed out as follows:

1. Unlined draperies will have a tendency to fade more profusely in the direct sunlight.
2. Lined draperies generally are more durable.
3. Lined draperies hang in softer folds.
4. General appearance from outside is enhanced if draperies are drawn as shade.

Three women pointed out that they hung their draperies back on the wall to give the room a large appearance. These draperies were never drawn. In a case of this type, it was not essential that the draperies be lined, especially in rooms on the North.

The majority of the women use cotton fabric for all draperies. Only 2 women were particularly interested in learning how to line draperies.

The second meeting involved the actual basic construction for making draperies. Each homemaker brought cotton material to make a sample. The various techniques taught were:

1. Mitered corners.
2. Washable crinoline stiffenings in the headings.

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HOUSE AND FURNISHINGS (continued)

Draperies (continued)

3. Weighted corners.
4. Slip stitching.
5. Proper widths of all hems.
6. Clipping selvage.

All homemakers attending made one machine made drapery and one by hand. All agreed that the loveliest draperies were those made by hand.

The instruction bulletin used for this project was "Tailor Your Draperies" by Miss Grace Ryan.

Seven homemakers have made draperies for at least one room. The information learned has been passed on to approximately 10 additional homemakers. Within the next year 3 women have plans to make additional draperies.

HOUSE AND FURNISHINGS (continued)

Accessories for the Home

The meeting was begun by a general discussion of accessories. For the purpose of this lesson accessories were defined as the extra items added to a room to give it individuality and personality. Some of the things which can be used as accessories are pictures, lamps, art objects, vases, pillows, books, book ends, ash trays, flower arrangements, brick-a-brack and clocks. All accessories for the home should add beauty to the home and be useful at some time.

The five basic art principles were reviewed. Proportion was described as the relationship of one article to another and the relationship of an article to the space it fills.

Balance was best pointed out by using the terms formal and informal.

A catch phrase "what goes with what" was used in explaining harmony.

To help bring into the lesson southwestern influence, the example of Mexican glassware was used to explain the rhythm principle.

Having a center of interest is a good way of showing emphasis in accessories.

By using magazine pictures to illustrate the principle, it gave the women a chance to see practical applications as used in different type rooms. Also the pictures led to lively discussions and a chance to ask personal questions.

Particular emphasis was placed on the hanging of pictures. Rather than using the old principle of "eye level" a more specific approach was used. Think in terms of a unit. It should be hung low enough so that an article placed under or near it will come up to meet the pictures. This will give a feeling of unity.

To help show the women how to eliminate clutter and confusion with their accessories, the agent used a shadow box loaded with small articles. By removing 2/3 of the articles and rearranging those that were left, order and beauty came

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HOUSE AND FURNISHINGS (continued)

Accessories for the Home (continued)

out of the clutter and chaos. The women participated in this demonstration.

Thirteen women attended this meeting. It is questionable if this subject was of much practical value to this club. All seemed to be interested in the presentation but it is doubtful if any of the lesson will be applied in more than 2 or 3 homes. The only justification for the lesson is that it may make the women a little more aware of accessories for the home and help them in a meager way to want beauty in their homes.

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FOOD SELECTION AND PREPARATION

Egg and Cheese Cookery

The Patagonia homemakers participated in the Egg and Cheese Cookery lesson conducted by the agent in the ranch home of Mrs. Rosalie Whelan. Mrs. Whelan had a very large kitchen with a two-oven range which made convenient and desirable working conditions for such a meeting. The foods prepared by the homemakers were cheese strata, chili rellenos, cottage cheese salad and heavenly pie. These foods were served to the group for lunch along with chili, beans and tortillas which Mrs. Whelan had prepared ahead of time. Even though tortillas were not included in this lesson, women requested that Mrs. Whelan show them how to make tortillas as they are served frequently in the community.

One of the important principles of egg and cheese cookery which was emphasized throughout the lesson was low temperature. Since both eggs and cheese have a high protein content, low temperature is essential. High temperature makes protein tough.

All foods prepared were standard products except for the heavenly pie. Two reasons for this failure were given: 1. oven regulator was inaccurate; 2. egg whites were over beaten. For this type of lesson it is just as important for us to learn what caused the failure as to have a perfect product. The women were intrigued with the ease in which the batter for chili rellenos was used. Many of the homemakers make this dish frequently but had never been satisfied with the results of dipping the chili's into the batter.

Since most of these Santa Cruz women have their own eggs, it was deemed necessary to have a lengthy discussion on care and use of eggs in cooking. Several of the women were unaware of the importance of refrigerating eggs during storage.

Thirteen women participated in the demonstration. Copies of the recipes were distributed by those attending to 8 more homemakers.

COOPERATIVE EXTENSION WORK
IN
AGRICULTURE AND HOME ECONOMICS
State of Arizona
106 North Court Street
Tucson

University of Arizona
College of Agriculture
U. S. Department of Agriculture
And Pima County Cooperating

Agricultural Extension Service
Home Demonstration Work
County Agent Work

EGG AND CHEESE COOKERY
RECIPES

Prepared by
Elsie H. Morris - Extension Nutritionist
Ruth Linner - Home Demonstration Agent

Poached Eggs

Ingredients

Utensils

Grade A egg
Grade B egg
Grade A eggs stored at room temperature
1/2 teaspoon fat
Pepper and salt
1 teaspoon fat

6 saucers
1 spatula or knife
1 skillet
1 slotted spoon
serving dishes
paper sack
scotch tape

1. Use a shallow pan with about 2 inches of water. Only fresh eggs can be poached successfully. Rub skillet with small amount of fat to prevent eggs from sticking.
2. Bring the water to the boiling point and then reduce to simmering. Swirl water.
3. Break egg into sauce dish and slip the egg quickly into the water toward the edge of the pan.
4. Cook at simmering from 3 to 4 minutes. Don't let the water boil or the eggs will be tough and unevenly cooked.
5. Remove eggs with a slotted pancake turner and drain. Serve on crisp hot toast.

Soft-Cooked Eggs

Ingredients

Utensils

High quality eggs

Pan with cover

1. Place eggs in a pan of cold or lukewarm water. The water should come at least $1\frac{1}{4}$ inch above the top of the eggs.
2. Bring the water rapidly to boiling. Turn off heat and if necessary set the pan off the burner to prevent further boiling. If four or more eggs are to be soft-cooked at one time, do not turn off the heat but reduce it so that it will keep the water simmering.
3. Cover the pan and let the eggs stand 2 to 4 minutes.
4. Cool eggs promptly in cold water for a few seconds to stop the cooking and to make them easy to handle. Serve promptly.

Hard-Cooked Eggs

Ingredients

High quality eggs

Utensils

Pan with cover
Double boiler

1. Follow the directions for soft-cooked eggs, but keep eggs simmering 15 to 25 minutes. You will need to allow the longer time if you live at a high elevation. Cool the eggs promptly and thoroughly in cold water. This makes the shells easier to remove and helps prevent a dark coating on the yolk. Crackle the shell by tapping the egg against a hard surface or with a spoon.
2. To loosen the shell, roll the egg between the hands. Begin peeling at the large end. Hold the eggs under running water or dip them in a pan of water to help ease off the shells.

Scrambled Eggs

Yield: 6 servings

Ingredients

6 eggs
 $\frac{3}{4}$ teaspoon salt
6 tablespoonfuls milk
2 tablespoonfuls butter or
bacon drippings

Utensils

1 skillet
or
1 double boiler
1 stirring spoon
1 egg beater or fork
serving platter

1. Use $\frac{1}{8}$ teaspoon of salt and 1 tablespoon of liquid for each egg.
2. Blend eggs, milk and salt with a fork. For a uniform yellow, blend thoroughly; for a white and gold effect, blend only slightly.
3. Pour the egg mixture into a skillet containing a little hot fat. Use about 1 teaspoon of fat for each egg. Reduce the heat immediately to low.

4. As the egg cooks, lift the thickened part from the bottom and sides with a spatula so that the uncooked part can flow underneath. Avoid too much stirring.
5. Cook until the mixture is thickened, but still moist. It will take from 5 to 8 minutes to scramble 4 eggs. In double boiler allow about 15 minutes. Serve on a warm platter.

Baked Omelet

Yield: 6 servings

Time: 40 to 50 minutes
Temperature: 325° F.

Ingredients

6 eggs
4 tablespoonfuls butter or margarine
1 cup milk
1/4 cup flour
3/4 teaspoon salt

Utensils

1 double boiler
1 egg beater and bowl
1 stirring spoon
1 buttered utility dish
8" x 10"
serving spoon
knife

1. Melt butter. Blend with flour. Add milk and cook over hot water until smooth and thick.
2. Beat egg whites stiff and glossy.
3. Beat egg yolks.
4. Add a small amount of cream sauce to egg yolks; blend well.
5. Add egg mixture to sauce and cook until thick - about 2 or 3 minutes - stirring constantly.
6. Cool hot mixture.
7. Fold in egg whites.
8. Pour into buttered dish and bake in 325° F. oven 40 or 50 minutes or until knife inserted comes out dry.

Sauce For Omelet

Yield: 6 servings

Time: 30 minutes

Ingredients

1-2/3 cups tomatoes strained
or tomato juice
1/4 cup flour
2 tablespoonfuls butter or margarine
2 tablespoonfuls chopped green
chili peppers (canned or frozen)
1 tablespoonful chopped pimiento
3 tablespoonfuls chopped olives
1/8 teaspoon salt
pepper

Utensils

1. double boiler
1 stirring spoon
liquid measuring cups
1/4 measuring cup
measuring spoons
cutting board
sharp knife
serving bowl
serving spoon

1. Melt fat; blend flour; add tomato juice and cook over hot water until thick and smooth.
2. Add other ingredients.
3. Keep hot over water until ready to serve.

Heavenly Pie

Yield: 6 servings

Time: 1 hour

Temperature: 250°-300° F.

Ingredients

4 egg whites
1/8 teaspoon salt
2/3 cup granulated sugar (fine)
1/2 cup 4X sugar
1/2 teaspoon vanilla
1/2 teaspoon almond

Utensils

1 egg beater or whip
1 bowl or platter
1 set measuring cups
1 set measuring spoons
1 ungreased pie plate

1. Beat egg whites until foamy; add pinch of salt.
2. Beat until stiff but glossy.
3. Beat in 2/3 cup granulated sugar.
4. Fold in 1/2 cup 4X sugar. Add flavoring.
5. Pour in pie plate.
6. Bake 1 hour in slow oven, 275° F., until meringue is firm and dry. Serve with whipped cream and grated bitter chocolate or soft custard.

For small meringues or kisses, drop mixture from teaspoon onto brown paper. Bake at 275° F. for 50 minutes.

Soft Custard

Ingredients

2/3 cup sugar
1/3 cup bread flour
1/8 teaspoon salt
1-1/2 cups dry skim milk powder
2 cups scalded milk (or warm water)
2 eggs or 4 egg yolks
1 teaspoon vanilla

Utensils

1 double boiler
1/3 cup measure
1 glass measuring cup
1 egg beater
1 bowl
1 knife
1 stirring spoon
serving dish

1. Mix dry ingredients, including dry skim milk powder.
2. Add scalded milk (or warm water) gradually.
3. Cook 15 minutes in double boiler. Stir constantly until mixture thickens. Afterwards occasionally.
4. Add eggs, slightly beaten, and cook 3 minutes.
5. Cool and flavor.

Nippy Cheese Spread

Yield: 1-1/2 cups

Ingredients

2 tablespoons butter or margarine
1/2 lb. soft American cheese (finely
2 tablespoonfuls thin cream grated)
3 tablespoonfuls lemon juice
1 teaspoon dry mustard
1/2 teaspoon salt
cayenne

Utensils

1 mixing bowl
1 mixing spoon
1 set measuring spoons
1 grater

1. Cream the butter; add the grated cheese, cream, lemon juice and seasonings.
2. Mix all ingredients together until smooth.

Cottage Cheese Salad

Ingredients

3 carrots
1 cup cottage cheese
2 cups cabbage-green and/or red
1/2 cup mayonnaise
celery seed

Utensils

1 grater 1 cutting board
1 bowl 1 large knife
1 spoon
1 measuring cup
1 large serving plate
serving fork and spoon

1. Grate carrots, combine with cottage cheese, mayonnaise and celery seed.
2. Just before serving, shred chilled cabbage. Arrange bed of cabbage on plate and top with cheese carrot mixture.

Chili Rellenos Con Queso

Rellenos means stuffed; con queso - with cheese

Yield: 8 servings

Temperature: 350° F.

Ingredients

2 cans green chiles (4 oz.)
2 lbs. jack cheese
2 eggs
2 tablespoons flour
3 tablespoons butter, margarine or lard
parsley (garnish)

Utensils

1 egg beater and bowl
1 paring knife
1 large skillet
1 pot holder
1 serving platter (ovenware)
serving silver
paper towels

Recipe for Chili Rellenos: If using fresh green chile peppers, first remove the skin by either of the following methods:

Oven Method: Place peppers in a hot oven (450° F.) for 6 to 8 minutes. Then dip quickly into cold water and slip off the skins. Make a slit at the stem end and remove the seeds and veins.

Paraffin Method: Plunge peppers which have been pricked into hot paraffin (375° F.). Leave the peppers in the paraffin bath until they turn white (about 2 minutes). Remove, dip them into cold water and pull off the wax which will have the peel sticking to it. Make a slit at the stem end and remove the seeds and veins. The peppers peeled by this method will be a beautiful bright green.

Warning: Melt paraffin in a large can in a kettle of boiling water. Paraffin is an oil base. You must avoid the danger of a flash fire. When paraffin is over direct heat, watch carefully

Canned chiles may be used when the fresh are not available. Frozen chiles which have thawed may be used.

1. After the chili peppers are peeled, cut Monterey Cream Cheese or mild American Cheese into pieces about the size of dominoes. The cheese may be inserted into the chiles or the chiles may be cut into strips and a strip of chili wrapped around each piece of cheese.
2. Next, prepare a batter using one egg for every two chiles and one tablespoon of hot water to each egg and enough flour (1 tablespoon for each egg) to make a thin batter. Beat egg whites until stiff, fold in beaten egg yolks and flour.

3. Dip each piece into the batter and fry in moderately hot fat (350° F.) in a skillet until golden brown on both sides. Drain on paper towels and put in oven to keep warm, or brown in skillet on one side only. Drain and place on baking dish in 350° F. oven to brown and puff.

Note: Chili Rellenos may be prepared ahead of the meal, cooked and stored in the refrigerator. When ready to use, place in 350° F. oven for 15 minutes to warm.

Sauce for Chili Rellenos

Ingredients

2 tablespoons lard or fat
2 onions
3 cloves garlic
2 tablespoons flour
1 can tomato paste
oregano
1/2 teaspoon salt

Utensils

1 paring knife
1 cutting board
1 skillet
1 can opener
1 spoon

1. Saute chopped onions and garlic until golden brown in hot fat.
2. Mix flour with fat. Add tomato paste, oregano and salt. Cook mixture to consistency of gravy. At least 15 minutes.
3. Pour over stuffed chiles and warm in oven for 10 minutes. Serve.

Cheese Strata

Yield: 6 servings

Time: 45 minutes
Temperature: 350° F.

Ingredients

10 slices enriched white bread
1/2 lb. sharp cheese
2 cups milk
1/4 teaspoon paprika
1/8 teaspoon dry mustard
1/4 teaspoon salt

Utensils

1 8x10" pyrex baking dish
1 cutting board
1 knife
1 glass measuring cup
1 set measuring spoons

1. Cut bread in cubes. Arrange a layer of bread cubes in the bottom of a buttered baking dish. Cover with sliced or grated cheese; then the remaining crumbs.
2. Beat eggs, add milk and seasonings.
3. Pour mixture gradually over the bread and cheese, letting it soak into the bread.
4. Bake at 350° F. about 45 minutes until the custard is set and the bread is puffed and brown. Test with a silver knife.

Cheese Cake

Ingredients

- I. Zweibach or 18 graham crackers
 1/4 lb. butter
 1 tablespoon sugar

Utensils

- Foley food mill
1 bowl
1 spoon
1 spring ring

1. Make fine crumbs.
2. Mix melted butter and sugar.
3. Save 1/2 cup crumb mixture.
4. Pack rest of crumb mixture on bottom of well greased spring form.
5. Bake in preheated 325° F. oven 10 minutes -- cool.
-

- II. 3 cups cottage cheese

- 1 large bowl
Foley food mill

1. Press 3 cups of drained cottage cheese through Foley food mill.
-

- III. 4 egg whites
 1/2 cup sugar

- 1 beater and bowl

1. Beat 4 egg whites until almost stiff. Add 1/2 cup sugar graduall
-

- IV. 4 egg yolks
 3 tablespoonfuls sifted flour

- 1 beater and bowl

1. Beat egg yolks.
2. Sift in 3 tablespoonfuls of flour. Add to cheese and beat thoroughly.
-

- V. 2 lemons
 vanilla

- grater reamer
measuring spoons

1. Grate rind of lemon on finest grater -- 2 tablespoonfuls.
2. Measure 3 tablespoonfuls lemon juice; 1/2 teaspoon vanilla and 1/2 cup evaporated milk. Add to cheese mixture.
-

- VI. 1. Fold beaten egg whites into cheese mixture. Pour into baked crust.
 2. Sprinkle remaining crumbs on top.
 3. Bake in 325° F. oven one and a half hours or until center is set.
-

- VII. 1. Chill before removing from pan. Place on serving plate with serving silver.

Cocoa

Yield: 10 servings

Ingredients

1/4 to 1/2 cup of cocoa
1/4 to 1/2 cup of sugar
1/4 teaspoon salt
1 cup water
4 quarts milk

or

4 cups skim milk powder and 4 quarts water
1/2 teaspoon vanilla, optional

Utensils

1 large saucepan (4 quarts)
1/4 measuring cup
1 mixing spoon
1 rotary beater

1. In the top of a double boiler put the cocoa, sugar, salt and water. Mix.
2. Cook the cocoa directly over the heat. When the mixture reaches the boiling point, turn the heat down. Boil gently for 5 minutes
3. Add the milk, either cold or heated.
4. Place the upper part of the double-boiler in the lower part. Let the mixture cook for at least 20 minutes.
5. Just before serving, beat the mixture with a rotary egg beater so as to break into bits the scum that forms on top of the beverage. Do not throw this scum away. It contains nourishing substances.
6. If you wish chocolate, substitute for cocoa one ounce (one square) of chocolate. Cut it into bits. Cook as for cocoa except that the mixture must be stirred constantly when it is directly over the heat.

Tea

Tea bags

FAMILY ECONOMICS & HOME MANAGEMENT

Electricity

This project was designed to teach each homemaker basic information on electricity which would help her more intelligently know the powers of electricity and how it could best work for her use and safety.

Terms such as circuit, current, amperes, volts, watts and fuse were explained and discussed at great length. This was necessary preparation for understanding the balance of the meeting. (A copy of the bulletin which was used in presenting this lesson and later distributed to the women is attached.) A demonstration was given showing the lighting circuit and heavy appliance circuit on the circuit breaker in the hostess' home.

To make the women more aware of the amount of wattage their common household appliances draw, several appliances were examined to see if they over loaded a circuit when used at the same time. During the discussion, it was pointed out that many of the ranch women secured their electricity from a wind charged electrical plant located on their ranches. Because of this, many questions were asked regarding direct and alternating current. It was also mentioned that the electrical power into Patagonia varied especially early in the morning when usage of electricity was at a peak. At that time the women are not getting maximum efficiency from their appliances.

Everyone was encouraged to make it a good homemaking practice not to overload the circuits in their homes.

An attempt was made to make the women aware of the Electrical Underwriters code. This seal being an indication that it is safe to use an item for the particular use specified. This does not mean that a lamp cord with this stamp can be used safely as an iron cord.

Various types of electrical connections were shown, some good and some bad. All too often we have secured cheap plastic plugs to replace hard rubber ones needed for appliances drawing a large amount of current. An iron, which draws 1,000 watts, should not be attached to a light weight extension cord whose maximum capacity is 500 watts.

FAMILY ECONOMICS & HOME MANAGEMENT (continued)

Electricity (continued)

Several types of electrical cords were shown; 1. plastic and rubber coated, 2. silk covered, 3. asbestos insulated. In this dry climate rubber cords tend to dry out and need to be replaced frequently. Insects such as silver fish etc., frequently eat the silk cords. Asbestos insulated cords are essential for appliances such as irons. The size cord used depends on the load it will carry.

The repair of small appliances was not taught due to the complexity of the modern irons, toasters, etc.

The women were asked to observe four important safety precautions.

1. Water and electricity don't mix.
2. Always disconnect an appliance when trying to fit it.
3. Don't "yank" plugs from their sockets.
4. Never force an electrical connection.

The 13 women who attended actively participated in the discussion.

COOPERATIVE EXTENSION WORK
IN
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FEED YOUR ELECTRICAL APPLIANCES WELL

Grace Ryan

Do your electrical appliances get enough to "eat"? Just like people, they require energy. They are "fed" by the wires in the house and surely cannot do good work for you when hooked to the wrong kind of wire, or when too many feed from one wire. Beauty in appliances counts little if they perform poorly.

DON'T BLAME YOUR APPLIANCES

Before you blame an appliance for being a sluggard be sure to know why it operates slowly or why it gives poor results. Motors on refrigerators, mixers, vacuum cleaners - in fact all motors - get tired when overtaxed. They will wear out more quickly too. Appliances without motors operate better and lights burn brighter when wires deliver the right amounts of "juice".

WHAT TO DO ABOUT IT

First, interest yourself in the proper wires needed in a house. Wire sizes are known by numbers. Each has a special number and each is made to carry a special load.

The larger the number the smaller the wire. Thus, a #14 wire is small in diameter, while #4 and #6 commonly used are larger.

o	o	o	o	o	o	o	o
#14	#12	#10	#8	#6	#4	#2	#0

It is not necessary for you to know all the details about wiring, but it is important to know which wires will carry heavy loads. These loads go on sizes #4 and #6 in household circuits.

HM-111

9-54

cc: 375

You want to know about amperes, because an ampere is the measurement of the rate of flow of electricity. It corresponds to "gallons" of water in pumping. A fuse is a device which limits the amperes to a safe value. Fuses are numbered for light and heavy duty. For instance, a 15-ampere fuse protects a line delivering small amounts of current. A large fuse is needed on heavy duty circuits such as one carrying your electric range. Know when the load is heavy and whether the wires and fuses are equal to the load. Electricity as it "flows" along lines is under pressure. This pressure is measured by "volts". Most house wiring is at 115-120 volts but certain lines have 220-230 voltage. If you know these facts, plus the number of watts (working energy) needed by each appliance you can then put the blame of lazy equipment where it belongs. The following table of facts may help:

KNOW SIZES AND USE OF WIRES

<u>Size Wire</u>	<u>Size Wire</u>	<u>Name of Circuit</u>	<u>Safe Load of Equipment</u>	<u>Capacity of Circuits</u>
#12	15 Amp	Lighting	All house lights. May add fans, vacuum cleaner, radio	1700 (Approx) watts
#12	20 Amp	Water Heater	Water Heater	3300 watts
#10	20 Amp	Kitchen appliance, laundry	Small appliance on one circuit; laundry on one.	(2300 watts (
#6	Two 50 Amp	Range	Range	15000 watts

Service entrance circuits are those where range, lighting and appliances are on one circuit. A 3-wire circuit of 115 - 230 volts and a 60-ampere fuse is the minimum recommended. When you add a water heater or other circuits, heavier wire and a stronger fuse are needed.

ELECTRICAL "LANGUAGE"

Circuit - Pathway over which electricity flows
 Current - Stream or flow of electricity
 Amperes - Rate of flow or electricity (like gals. per minute)
 Volts - Pressure on the line (like pounds per square inch)
 Watts - Measure of energy. Volts X Amperes = Watts
 Fuse - A safety device which breaks the current whenever the circuit becomes overloaded.

TEST YOUR CIRCUIT

It takes only a little simple arithmetic to test the circuits and to decide whether your appliances are well fed. Here is a

list of items found in most any home, and a table telling approximately how many units of energy each needs:

<u>Appliance</u>	<u>Wattage</u>
Percolator	450 - 660
Automatic Hand Iron	1000
Waffle Iron	660
Automatic Toaster	1100
Mixer	150
Ventilating Fan	75
Wall Clock	2
Refrigerator	250
Electric Washing Machine	260 - 350
Ironer	1650
Range	12000

Look back at the "carrying power" of wires on the previous page. Add the watts given and see what would happen if we loaded all on one wire. More than 15,000 watts on a line! Too much!

WHAT REALLY HAPPENS IN OVERLOADING

Voltage goes down when a line is overloaded. There is not enough electrical pressure to feed each appliance. A toaster might lose 20% of its heating ability. Then it would take 20% longer to brown toast. When time is thrown off schedule, recipes are thrown off too. How bewildered a cook could be about a product not as good as it should be because it cooked too slowly and too long. You would have to pay for more electricity as well.

HOW MANY CIRCUITS ARE RECOMMENDED

New or remodeled houses need several circuits to keep appliances well fed. Make it a good homemaking practice not to overload the circuits you have.

WHAT THE "CODE" SAYS ABOUT WIRING

Electricity must be under control if it is to serve us safely. Electrical parts and devices are not made by "hit and miss" methods and should not be installed in such a fashion. They are built to meet minimum safety standards and to be installed in a manner quite uniform in the United States.

Underwriters make this possible. They are "a set of laboratories, supported jointly by manufacturers, insurance companies and other interested parties."¹ Through a "code", or set of rules, they guard us by good methods of wiring which are proven to be safe and sensible.

Watch for the underwriter's label on cords and cables. Ask, too, whether there is a "local" code which sets up the minimum requirements. It pays to go beyond the minimum for greater convenience and better service.

Ruth Linner
Santa Cruz County
Arizona
1954

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CLOTHING AND TEXTILES

Costume Accessories

The agent presented this lesson on accessories assuming that the women wanted to learn how to combine the correct selection of accessories to go with the simplest cotton dress or for the very dressiest occasion requiring hat, gloves, etc. For the most part, these women dress very informally. For the special occasions they are extremely interested in being correct. This was born out during the discussion.

Four important art elements were discussed -- color, texture, line and scale. These were related to the selection and combination of accessories.

It was stressed that many women tend to over accessorize especially with jewelry. No more than three pieces of jewelry should be worn at one time. Don't make them fight for supremacy. Tailored garments need tailored jewelry. A small person should wear small jewelry so that the jewelry will not over power the individual.

Special emphasis was made regarding the wearing of Indian jewelry with squaw dresses. Wear only a few pieces at a time so that everyone may enjoy them. Never wear squash blossom necklace, concho belt, earrings and several bracelets all at the same time. To make matters worse, all of this jewelry is worn with an ornately trimmed squaw dress. A plain squaw dress accentuates a lovely necklace and earrings.

The women participated freely in the discussion of specific accessories. Gloves, handbags, and hats should harmonize with the ensemble in texture, line and color. These accessories may also contrast the costume in color providing the same color is used in one other place.

Shoes were discussed primarily from the stand point of texture, color and suitability. Tailored shoes should be worn with tailored clothes not dressy velvets.

A copy of the bulletin all homemakers received at this lesson is included to tell in more detail the subject matter used.

The agent made up a kit of accessories that could be used

CLOTHING AND TEXTILES (continued)

Costume Accessories (continued)

to illustrate the combination of accessories to comply with the four art elements stressed.

Group participation was good as the meeting was conducted informally so that pertinent questions could be asked during the meeting.

In addition to the group of women who regularly attend homemakers, Mrs. Haverty invited Mrs. Kay Roto of the Rail X Ranch, former fashion coordinator for Marshall Field & Co. in Chicago, to attend the meeting. Mrs. Roto participated in the discussion and told of many personal experiences in her work which were related to the principles we were trying to teach. This gave prestige to the lesson as the women saw that fashion people also practice the basic principles. Nine women attended this meeting.

COOPERATIVE EXTENSION WORK
IN
AGRICULTURE AND HOME ECONOMICS
State of Arizona
106 North Court Street
Tucson

University of Arizona
College of Agriculture
U. S. Department of Agriculture
And Pima County Cooperating

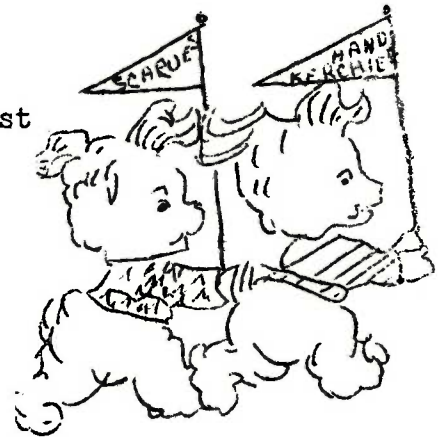
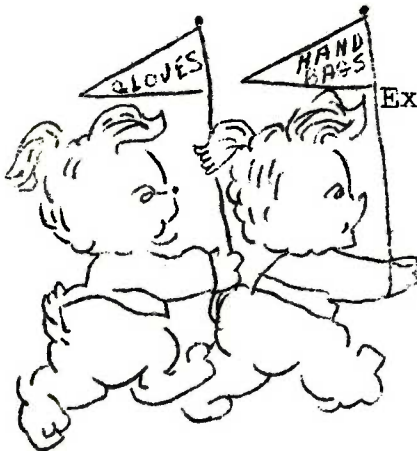
Agricultural Extension Service
Home Demonstration Work
County Agent Work



ACCESSORIES

by

Helen L. Church
Extension Clothing Specialist



Accessories have an important role to play in costuming. Through wise selection of accessories we can put variety into our otherwise small wardrobe. Change of accessories keeps us wearing last year's dress or gives us enough change that fewer garments need to be purchased. They give us an opportunity to play with color and a chance for personality expression.

Accessories should always complete the costume. They should not be considered as extras in dress. When we think of accessories, we immediately think of hats, shoes, hose, jewelry, gloves, handbags, scarves and handkerchiefs. These accessories have been worn back through the centuries. In fact, many of them came before clothing as a means of adornment. This was true of jewelry that adorned the body.

American women have sometimes been criticized for poor dress due to poor selection of accessories. Adrian, a great designer, once said, "The greatest weakness of the American woman is to over-accessorize." For this reason it is necessary to learn and carry out the best principles of line, design and color when making accessory choices. Your costume and accessories should always be subordinate to you. They

should serve as your background, never over shadowing your personality.

This also is the reason that accessories should be of best quality. Smartly dressed women many times find it advisable to spend more for hats, shoes and purse than they do for dress. Low grade, cheap and imitation materials can cheapen an otherwise expensive ensemble.

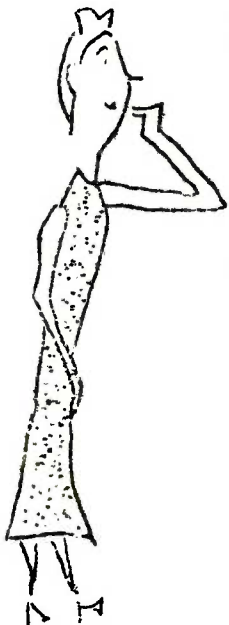
Imitation fur, leather, alligator, patent, suede not only give impression of artificiality and cheapness, but are expensive. They soon become shabby and need to be discarded.

If the wardrobe is limited because of money, we can with careful planning select good accessories that may serve several occasions, such as afternoon, sport, or street and appear well dressed. It is not necessary to have complete accessories for every costume.

With accessories we can make or break a perfectly designed garment. Often we become so interested in the accessories themselves that we forget the line or design of the garment, and we forget the most important art principle which is one center of interest or emphasis. Your center of interest may be the neckline, waistline, waist or sleeve line or bottom of skirt. The human eye can only enjoy one thing at a time. Why wear several rings or bracelets on the same hand or arm? The unusual cut of the neckline can be ruined by the wrong type of neck adornment. If there is a beautiful line in collar, the pin or adornment should be close to the collar and accent its lines.

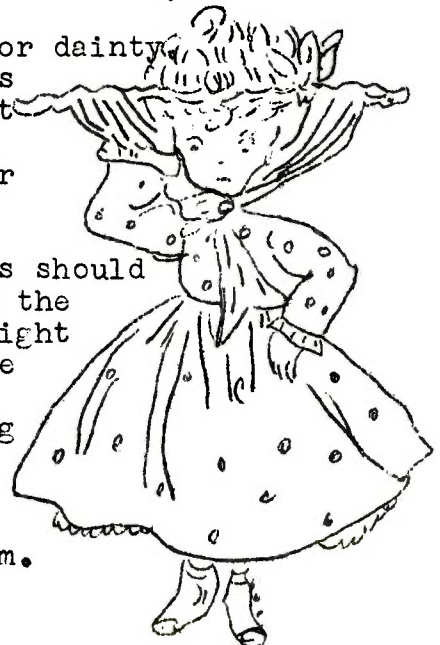
If accessories provide the bright spots to a costume, it is well to limit them to two. For instance, a white hat and gloves for your spring suit would be good taste. Add to it a white bag, a white collar, white shoes and white flowers for lapel and you will have spotty accessories. The accessories become more important than the dress or suit.

To be most successful, accessories should be scaled to the size of the wearer. The following general rules can be safely followed:



Heavy person - Hats not too fussy or dainty. They should frame the face. Bags not too small. Shoes simple, not conspicuous with platform soles. They should give firm footing for the support of the heavy figure.

Short, slender figure - Accessories should be kept dainty and small keeping the correct relationship. Jewelry light in weight. Bags moderate in size and preferably color of costume. Contrasts in gloves, belt and bag will interrupt the flowing long line that you establish in the costume. Shoes trim but not exaggerated in height or platform.



JEWELRY

Jewelry should be considered as a part of an outfit, not just extras that you possess to be put on and worn without thought of its effect on the whole costume. Jewelry plays an important part in American women's costumes.

A necklace can affect the size and shape of the face. If the necklace fits close to the face and neck, it can make the face appear round and the neck larger. Longer strands of beads will tend to increase the length of the face. The shape of the bead is also important. The high choker bead is fashionable yet cannot be worn by everyone. For instance the very round face and large neck appear larger with the large round bead. However, this type of necklace is good for older women whose necks sometimes are not so beautiful as they once were. Neckline determines the choice of beads. Beads are usually more becoming to a collarless neckline. They can make the transition from costume to face, eyes or hat, thereby giving rhythm to the costume.

Earrings have the tendency to widen the face. The shape of the earring also has some effect on the length of the neck, for example, the pendant earring. If the earring takes on the general shape of the lobe of the ear and is delicate, it will not change the general shape of the ear.

Lapel pins and scatter pins have been used to create interest in a costume and can give the costume that certain pick-up that it often needs. Conventionalized design in a metal pin is better than one of natural design. The scatter pin can be used to direct attention where you want it. A pin at the end of a deep V calls attention to the bustline and is to be avoided by a person with large bust. Better wear the pin high to one side near the shoulder line. This draws attention to the higher line.

Jewelry needs to be isolated with plenty of space around it. It needs plain material as a background if it is to have the center of interest. It doesn't want to fight for supremacy. An example would be a ring of precious stones, 2 or 3 bracelets of different stones on the same hand. All are fighting for the center of interest. The ring and bracelets to enhance one another should be of the same general design if worn together.

Tailored costumes need tailored jewelry. Texture as well as color should harmonize.

GLOVES

Gloves, like shoes, convey best taste if they are simple in design. Over-ornamentation with tucks, buttons and color contrasts detract rather than add to the glove. A good quality leather or fabric is desirable.

Gloves may

1. Match hat, bag, belt or any other accessory
2. Match blouse of suit
3. Pick up or accent color in print of dress
4. Give dash of color to dark suit or dress
5. Harmonize in darker or lighter shade with dress or coat

The length of glove is usually determined by the length of sleeve. The relationship should always be pleasing.

HANDBAGS

The handbag should harmonize with the ensemble in texture, line and color. The bag may also contrast the costume in colors providing that the same contrast of color is used in one other place. The size of the bag is dependent upon the size of the individual. Large bags may overpower a small person. The larger person requires a bag in proportion to her size.

The handbag may

1. Match shoes in leather and color
2. Match gloves
3. Match, harmonize or contrast ensemble color
4. Match in color, at or trim on hat
5. Harmonize with shade darker or lighter than costume

SHOES

Proper fit is of course of primary importance. One cannot be at ease or graceful in shoes that do not fit and are uncomfortable. Shoes should be on scale with the size of the person. Shoes with elaborate treatment of straps or cutouts appear to shorten the figure and widen the ankles. Contrasting shoes call attention to the feet. If dainty feet are your asset, contrast of color is good. Shoes with toes out make the feet appear shorter. The same is true of square toes.

Heels for sport wear and business should be lower and with enough base to give ease of walking and balance. The leather in this shoe will be durable, ~~usually from calf skin on heavy kid.~~ The shoe for dress will be of finer leather or fabric suitable to texture of clothing worn for the occasion. The tweed suit, for instance, looks best with the heavier calf or alligator shoe and doesn't appear so well with fine suede. Shoes to be in best taste will harmonize in material and style with the entire costume.

HOSE

A safe rule to follow in selecting shoes and hose is to keep them inconspicuous and in harmony with the dress. Sheer hose dull

in texture and simply knitted will make the chubby leg appear more slender. Hosiery can add expense to the wardrobe. For this reason hosiery should be bought for different wear. Heavier hose, 20 to 30 denier, naturally give better wear and will be more appropriate for sport wear. Sheer hose, 15 denier, is made for less wear and tear.



HATS

Every season brings change in style of hats. No matter what style dictates may be, there is always enough variety in shapes that a becoming hat can be found. Since the hat forms a frame for the face it should flatter the individual's best facial features. It, of course, should agree with the ensemble in line, color and texture. Also, another important item is the effect it has on the hair style. The hair style can add or detract from the hat.

People are often attracted by decorations on the hat. If you are buying a hat for street and tailored clothes, the hat should have tailored lines. Fussy, overly-decorated hats are not usually suitable for tailored garments. The hat with tailored lines may need softening effects such as can be attained by the use of ribbon and tailored veiling.

The ideal shape of face that we wish to attain is the oval shape. This means greater width at the forehead and less width at the jaw line and chin. If you have this shaped face, then the problem of hat fitting is simple. The individual face, however, may vary in several ways. The face may be

1. Narrow and angular
2. More round than oval
3. Square
4. Narrow browed and wide jawed

Then each of these may be broken into 2 classes - long and short.

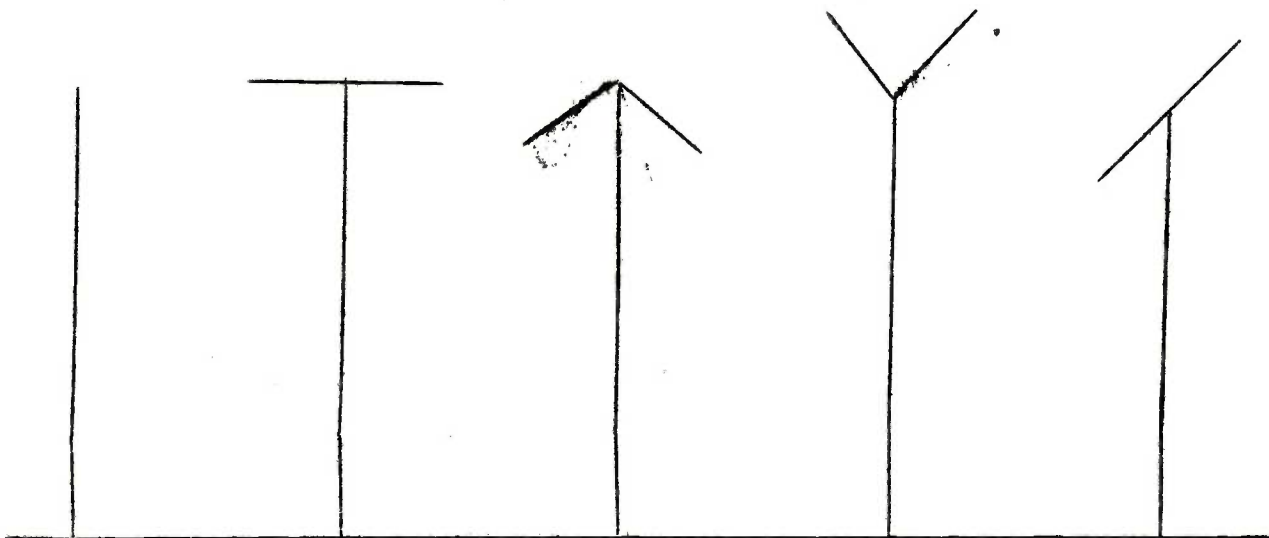
Long Faces

1. Long narrow angular. Shortening can be done by use of horizontal lines in width of brim. Softening of line can be achieved by soft folds in brim or trim. Circular brim needs to be broken.
2. Long rounded face. Curved and angular brims are good as long as they stress width rather than height.
3. Long square face. There is need for softening cheek bone and jaw bone lines. Diagonally tilted brim will help to produce this softer effect. Hair can also help to soften line.
4. Narrow brow, wide jaw. Width has to be concentrated above the under part of the face. Pompadour which is wider than widest part of the face.

Short Faces

1. Short narrow angular. Here we strive for width and height along with softness. Brim just a little under widest part of the face is in order and if possible a diagonal tilt to give height. Berets with high soft curved lines are excellent. Off the face if it is not exaggerated. Brim, of course, should have broken lines.
2. Short curved face, moon face. Difficult to find good design. Wide brims only make the face seem shorter; round brims accentuate the roundness of the face. Diagonal effects will be best. Off face hats and berets are not good. Bonnet silhouettes if brim is angular or square and it fits snugly to head at sides.
3. Short square. This is another problem type. Too much width will make it appear shorter or more square. Brim should be a little wider than the heavy jaw line.

The face is not the only thing to be considered when purchasing a hat. The size of the woman is important too. The hat must be becoming from the side, the back and as you stand. For this reason always view the hat with a side mirror while standing. The following diagram shows what happens when you place different lines on the top of the figure. All lines are the same in height. Which figure appears the longest? The shortest?



When a small turban is worn, the eyes will continue to travel upward beyond the actual length of the figure. The very large hat makes the face seem smaller. A hat with some trimming in the front and a brim are more becoming to those who wear glasses. Drooping lines in the hat emphasize drooping lines of the mouth.

NECKLINE

The neckline, too, frames the face and does much to flatter good features or accentuate bad features. Since the collar is close to a large area of the skin, the color in the collar should harmonize with the skin tones. Often the dress that may be drab can be given a lift by using a collar that accents the colors in the dress.

A collar or neckline that is white gives a feeling of being well-groomed and should always be spotlessly clean and fresh.

The neckline to be of best design should harmonize with the size of the person, the shape of the face, the length of the neck and the width of the shoulders.

The neckline of a garment many times becomes worn, thereby making the garment appear shabby. Replacement of neck finishes can freshen the dress or ensemble. Again the collar should be of as good quality or better quality than the garment. Cheap and gawdy fabrics or trim can make the entire garment appear cheap.

SCARVES

The scarf has become an important accessory as it affords opportunity for great choice of color to accent personal coloring in the costume. It may be tied high around the neckline in soft fabric to make the face appear round. It will cover that neckline that is not an asset. The scarf worn on the inside of neckline of dress may, if a V or U, add length to the face. A scarf worn under a collar may accent the collar line and again draw attention to the face of the wearer.

Points to remember in selecting necklines:

1. Narrow long face should avoid long pointed collar.
2. Round collar is dependent upon broadness. If small, it will look well on round face; otherwise, to be avoided for the round face and worn by thin face.
3. Rolling round collar increases width of face.
4. Persons with angular features should avoid angular necklines such as V's or U's.
5. Repeat good lines in face.
6. Do not contrast poor lines.

Dainty well-done hand finishes such as fagotting or embroidery make expensive looking collar finishes.

When in doubt about your costume's completeness and becomingness, stand before your mirror. What do you see? What do you see first? Do other details add or detract? If they do nothing to enhance the whole, take them off. When planning a dress, avoid too many decorative details. Instead concentrate on the structural line of the garment and perfect fit.

The well dressed and accessorized individual can be said to be so beautifully dressed that you remember none of the details of her dress. The complimentary remark would be, "She looked beautiful", not "Her dress was beautiful."

References: Clothes for You - Ryan and Phillips
Clothing for Moderns - Ervin
Clothing - Latzke and Quinlan
Dress Design & Selection - Hopkins

SELECTION OF ACCESSORIES

SCORE CARD

	<u>Possible Score</u>	<u>Actual Score</u>
I. Color	35	
1. Harmony of colors with garments.		
2. Is color "spotty"? (Example: Use of same color for all accessories.)		
3. If bright color is used for brightening up costume, does it appear in more than one place in accessories?		
II. Design.	25	
1. In harmony with garment. (Example: Simple design for tailored garment.)		
2. Suitable to occasion.		
3. Suitable to material.		
III. Texture	20	
1. Relation of texture to garment.		
2. Relation of texture of one accessory to another.		
IV. Relation of Quality and Cost of Accessory to Basic Garment.	20	
1. Well made article.		
2. Quality of accessory should be as high a quality as that of the basic garment.		
Total Score.	100	



ACCESSORIES

By
Helen Church
Extension Clothing Specialist

CLOTHING AND TEXTILES (continued)

Mending Made Easier

One member of the Patagonia homemakers club lives in Nogales. Every month her husband drives her 20 miles to the meetings in Patagonia. She is one of our most active homemakers. For the May meeting, Mrs. Carl Peterson invited the club to her home in Nogales. The topic for the lesson was Mending. So that the members could see how project leaders function in their own clubs, the agent asked Mrs. Lyman Curtis (member of the Sagebrush Club in Pima County) to present the lesson to the group. Mrs. Curtis is one of the clothing project leaders in her own club and gave this same lesson earlier in the year. The women learned how to do reweaving of wool, inset patch and the overall patch.

The teaching method used was first to give a demonstration. This was followed by each homemaker actually doing the thing demonstrated. As the women worked the agent and Mrs. Curtis circulated through the group offering assistance when needed. Most of the work was done on samples except the levi patch. This was an effective way of teaching this lesson.

By far the most popular phase of the lesson was the levi (overall) patch. Mrs. Monzingo brought a neighbor to the meeting just so she could learn how to patch levis for her young sons. Most of the women in this club launder and care for many pairs of levis each week.

Mrs. Curtis did a very good job of teaching the women how to reweave and do the two patches. The women attending felt that it was a very useful lesson and appreciated Mrs. Curtis' efforts. It is our desire that eventually we may get some of these women to carry a portion of their county program.

The information given in this lesson has profited the 12 women who attended the meeting. Mrs. Robert Haverty presented the information to 5 older 4-H Club girls.

HOME ECONOMICS 4-H CLUB WORK

There were seven 4-H leaders and three clubs in the county for the 1953-1954 club year. Four girls were enrolled in the junior leadership project.

A community club in the Tubac-Tumacacori area had 3 girls enrolled in home economics projects. All of the girls took clothing work. This club has been in existence 5 years.

The Calabasas club was a newly organized club with 9 members. More than half of the members were Mexican. These girls were given no encouragement at home. All project work was completed at the club meetings.

The Patagonia club had three leaders. The project work was divided into 1st, year, 2nd year, 3rd year and advanced clothing and foods. The junior leaders were primarily responsible for the 1st year clothing projects. They were given assistance and guidance from the leader who worked with the advanced clothing and food projects.

Club work in the county is gaining momentum. The main emphasis has always been on agriculture projects but the number enrolled in home economics projects has increased and the quality of work has improved.

A new club has been organized in Elgin for 1954-1955. Five girls and two boys enrolled. The girls are taking 1st year clothing and foods projects. One boy is taking 1st year foods with an agriculture project. One of the girls and the other boy are enrolled in agriculture projects.

In this community there are no school activities so that the youngsters have plenty of time to work on their projects. Three of the youngsters have an older brother and sister in club work at Patagonia.

Due to the distances involved leader training has been accomplished by personal contact with the leaders. If time permitted more leader training would be advantageous.

Entries in the County 4-H Fair were as follows:

Clothing judging	29 girls
Foods judging	2 girls

HOME ECONOMICS 4-H CLUB WORK (continued)

Clothing Demonstrations	4	
Exhibits		
Foods	11	
Clothing	104	
Dress Revue	13	girls participated. In addition the 1st year girls modeled their aprons and carried their toys.

Considering the number of clubs in the county, the youngsters won their share of honors at Roundup.

Dress Revue - Party Dress	-Blue Ribbon
Senior Clothing Judging Team	-Highest award in state. One member received second highest score in the state.
Junior Clothing Team Demonstration	-Blue Ribbon. This was a particular accomplishment as this was the first time a demonstration from the county had ever received a blue ribbon.

There were two other county events planned by the County Council. In May a County Achievement Day was held at which time all awards were made. Following the presentation of awards, recreation was conducted by the assistant county agent and junior leaders.

In October a County Fall Kick-off Party was planned to promote better cooperation among members, parents, friends and the County Council. The officers for the Council were elected at that meeting. A pot luck dinner was served before the business meeting. All who attended participated in the planned recreation.

The County Council assumes its responsibilities well and actively promotes the 4-H Club program in the county. The Council is made up of 4-H leaders (both agriculture and home economics) and other interested people in the community.

Arjorie Bettie Mead
Santa Cruz County
Arizona
1954

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FOOD SELECTION AND PREPARATION

The agent presented a method demonstration on the Cooking of Poultry to the Patagonia Homemakers. Patagonia Homemakers decided to limit the actual preparation to roasting the tinstest turkey. One tiny turkey with the basic stuffing from the mimeographed poultry recipes was prepared and in the oven when the meeting started. Still, the women who came early watched. Then when the meeting started, another tiny turkey (smaller than the first) was prepared and stuffed with the basic stuffing. This turkey was put in to cook too. Buying poultry, labels and grades were discussed. After a short buzz session it was learned that the women raise most of their poultry and all but one had been frying poultry as their means of cooking it. The women divided up to complete dinner. The centerpiece was made from date boats and pyracantha berries. Grapes were frosted and used with fresh leaves under them to garnish the turkey. Mrs. Haverty made the cranberry mold recipe given out. Mrs. Gatlin had rolls made. Someone brought cake. The Homemakers were wonderful, enthusiastic and told the agent they learned a lot. Everyone paid 40¢ for the dinner. A recent letter to Mrs. Linner from Wanda Haverty said she was cooking poultry the right way.

Arjorie Bettie Mead
Santa Cruz County
Arizona
1954

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FAMILY ECONOMICS & HOME MANAGEMENT

Electricity

The agent observed a method demonstration on "A B C's of Electricity" given to the Patagonia Homemakers by Mrs. Linner. It was an excellent topic for a demonstration since the women had no idea of how their homes were wired or what caused a fuse to burn out. Mrs. Linner presented the demonstration extremely well, getting participation from the group. Basic facts about electricity in the home and its cost were included.

Arjorie Bettie Mead
Santa Cruz County
Arizona
1954

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4-H CLUB WORK

The agent observed the making of the Santa Cruz 4-H Plan of work for the coming year. This was done by Mrs. Ellen Kightlinger, Mrs. Linner and Mr. Robert Oberly. Then the agent had the opportunity of observing a leader visit at Calabases, a leader visit at Patagonia, as well as a talk at a school in Nogales to interest the group in 4-H. Also the agent visited a new club at Elgin at which Mrs. Linner and Mr. Oberly explained projects.